

EduPreneurship Student Center - (ESC) Scottsdale

ARIZONA SCHOOL REPORT CARD 2003-04

1201 N. 85th Place - Room 110, Scottsdale, AZ 85257

EduPreneurship, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile *

Small School**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly Progress***

Met

School Improvement Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Carol Ann Sammans
Schedule : 8:00 AM to 4:00 PM
Grades : K-8
2003 Enrollment : 89
Web Address : www.esckids.com
Phone Number : (480) 990-2475
Fax Number : (480) 990-0378
E-mail : apeschka@esckids.com

Mission

EduPreneurship offers a small community setting with personalized education that stimulates students' natural interests through a thematic study approach, economic-based curriculum with real-world products and character development.

School / Academic Goals

- ü Nurture the citizen within every child; provide training and practice in good citizenship, fair play, courtesy, honesty, and accountability. Engage all students in learning using Gardner's Theory of Multiple Intelligences within a multiage class.
- ü Create integrated thematic units that incorporate core curriculum with exciting, high interest and real-world application. Establish a micro-community where students participate in simulated real-world activities.

Instructional Programs

- ü Lifeshops
- ü Integrated Themes
- ü Literature Studies
- ü EduPreneurship (Kid's Business)

Enrollment

October 1, 2002 School Year Student Enrollment : 87
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 0

Calendar Information

Number of Instruction Days : 19
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/4/2003
Last Day of School : 6/8/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

0 School Administrator(s)
 2 Non-certified Employee(s)
 2 Teacher(s)
 2 Parent(s)
 0 Community Member(s)
 1 Student(s)

Council Duties

Ü School Safety
 Ü Extracurricular Activities
 Ü Yearbook
 Ü Volunteer Program
 Ü Fund Raising
 Ü Community Service

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	.40	Teacher	5.00
Other Professional Staff	.40	Teacher Aide	2.50

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

Shared Responsibilities

School

The school promotes the mission of its charter; honors school families; provides an academic learning environment; builds active, caring citizens of the future; and provides weekly newsletters, quarterly academic presentations & academic portfolios.

Parents

Parents support the philosophy of the school; promote good student attendance; arrange reliable transportation; provide lunch and proper attire; support field experiences; participate in conferences; attend presentations; and read all communications.

Resources Available at School Site

Special Facilities

Ü Technology-integrated Classrooms Ü Student-operated Retail Store

Extracurricular Activities

Ü Arizona Stock Market Game Ü Kid's Business - Mega Mall Days
 Ü Field Trip Experiences Ü Annual Career Fair

Social Services

Ü Extended-day Kindergarten Ü Adopt-a-Family Program
 Ü Site Advisory Council Ü Career Pathway Exploration

Transportation Policy

Parents are responsible for making transportation arrangements for their child.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Presentation Nights bring our small learning community together to celebrate the success of each quarter's learning.
- ü There are twelve Mini-malls and three Mega-malls where students create their own businesses designed around free, recycled and inexpensive items that are transformed into products or services. School money is the form of exchange.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü It's My Business Federal Charter School Grant	2002
ü Improved Parent Communication Grant	2000

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	22	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	1	10	10	9
Promotion Rate ⁶	93	99	98	95
Retention Rate ⁷	8	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	NC	NC
Grades 3-4	NC	NC
Grades 4-5	NC	NC
Grades 5-6	NC	NC
Grades 6-7	NC	NC
Grades 7-8	NC	NC

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	17	75372	NC	94	101	NC	511	523	NC	0	9	NC	35	25	NC	53	36	NC	12	30
All Students (Prior Year)	10	24	70809	NA	NA	NA	489	516	518	30	17	11	10	13	27	50	35	35	10	35	27
Female	NC	NC	36901	NC	NC	101	NC	NC	524	NC	NC	8	NC	NC	25	NC	NC	36	NC	NC	31
Male	NC	NC	38385	NC	NC	101	NC	NC	523	NC	NC	9	NC	NC	24	NC	NC	36	NC	NC	30
African American	--	--	3589	--	--	96	--	--	501	--	--	18	--	--	33	--	--	33	--	--	16
Hispanic	--	NC	29103	--	NC	99	--	NC	510	--	NC	12	--	NC	31	--	NC	36	--	NC	20
Asian/Pacific Islander	--	--	1574	--	--	96	--	--	549	--	--	3	--	--	14	--	--	34	--	--	48
American Indian/Alaskan Native	--	--	5086	--	--	114	--	--	491	--	--	22	--	--	38	--	--	28	--	--	12
White	NC	14	34597	NC	100	98	NC	511	535	NC	0	4	NC	29	20	NC	64	38	NC	7	38
Students with Disabilities	--	--	8057	--	--	99	--	--	496	--	--	23	--	--	31	--	--	28	--	--	17
Students without Disabilities	NC	17	67315	NC	100	101	NC	511	525	NC	0	8	NC	35	24	NC	53	37	NC	12	31
Limited English Proficient Students	--	--	16925	--	--	112	--	--	482	--	--	27	--	--	40	--	--	26	--	--	7
Migrant Students	--	--	869	--	--		--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	--	26325	--	--		--	--	504	--	--	15	--	--	34	--	--	33	--	--	18
Non-Economically Disadvantaged	NC	17	49047	--	--		NC	511	530	NC	0	6	NC	35	21	NC	53	37	NC	12	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	17	75221	NC	94	101	NC	526	523	NC	0	8	NC	6	16	NC	82	56	NC	12	21
All Students (Prior Year)	10	22	70860	NA	NA	NA	528	529	524	10	5	9	10	14	17	30	43	45	50	38	30
Female	NC	NC	36833	NC	NC	100	NC	NC	526	NC	NC	6	NC	NC	15	NC	NC	56	NC	NC	23
Male	NC	NC	38319	NC	NC	101	NC	NC	520	NC	NC	9	NC	NC	17	NC	NC	56	NC	NC	18
African American	--	--	3597	--	--	97	--	--	510	--	--	14	--	--	22	--	--	53	--	--	11
Hispanic	--	NC	29019	--	NC	99	--	NC	513	--	NC	12	--	NC	21	--	NC	55	--	NC	13
Asian/Pacific Islander	--	--	1572	--	--	95	--	--	536	--	--	2	--	--	9	--	--	57	--	--	31
American Indian/Alaskan Native	--	--	5071	--	--	114	--	--	502	--	--	20	--	--	27	--	--	46	--	--	8
White	NC	14	34543	NC	100	97	NC	527	531	NC	0	4	NC	0	12	NC	86	58	NC	14	26
Students with Disabilities	--	--	8006	--	--	99	--	--	505	--	--	22	--	--	23	--	--	42	--	--	13
Students without Disabilities	NC	17	67215	NC	100	101	NC	526	524	NC	0	7	NC	6	16	NC	82	56	NC	12	21
Limited English Proficient Students	--	--	16853	--	--	112	--	--	489	--	--	29	--	--	36	--	--	32	--	--	3
Migrant Students	--	--	866	--	--		--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	--	26256	--	--		--	--	509	--	--	14	--	--	24	--	--	51	--	--	11
Non-Economically Disadvantaged	NC	17	48965	--	--		NC	526	528	NC	0	5	NC	6	13	NC	82	58	NC	12	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	17	73654	NC	94	99	NC	520	530	NC	0	9	NC	18	13	NC	82	70	NC	0	7
All Students (Prior Year)	NC	22	68592	NC	NA	NA	NC	536	542	NC	9	9	NC	14	12	NC	73	63	NC	5	16
Female	NC	NC	36239	NC	NC	99	NC	NC	537	NC	NC	7	NC	NC	11	NC	NC	72	NC	NC	10
Male	NC	NC	37301	NC	NC	98	NC	NC	523	NC	NC	12	NC	NC	15	NC	NC	68	NC	NC	5
African American	--	--	3488	--	--	94	--	--	515	--	--	16	--	--	18	--	--	62	--	--	4
Hispanic	--	NC	28348	--	NC	96	--	NC	520	--	NC	13	--	NC	17	--	NC	65	--	NC	5
Asian/Pacific Islander	--	--	1558	--	--	95	--	--	547	--	--	3	--	--	8	--	--	76	--	--	13
American Indian/Alaskan Native	--	--	4947	--	--	111	--	--	507	--	--	22	--	--	22	--	--	53	--	--	3
White	NC	14	33924	NC	100	96	NC	522	537	NC	0	5	NC	14	10	NC	86	75	NC	0	9
Students with Disabilities	--	--	7306	--	--	90	--	--	506	--	--	24	--	--	20	--	--	52	--	--	4
Students without Disabilities	NC	17	66348	NC	100	100	NC	520	531	NC	0	8	NC	18	13	NC	82	71	NC	0	8
Limited English Proficient Students	--	--	16422	--	--	109	--	--	495	--	--	30	--	--	27	--	--	43	--	--	0
Migrant Students	--	--	849	--	--		--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	--	25711	--	--		--	--	514	--	--	16	--	--	19	--	--	61	--	--	3
Non-Economically Disadvantaged	NC	17	47943	--	--		NC	520	535	NC	0	7	NC	18	11	NC	82	74	NC	0	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	12	76230	NC	100	101	NC	507	498	NC	8	12	NC	50	38	NC	0	12	NC	42	37
All Students (Prior Year)	NC	11	72888	NC	NA	NA	NC	490	494	NC	9	14	NC	45	40	NC	27	12	NC	18	34
Female	NC	NC	37247	NC	NC	100	NC	NC	500	NC	NC	11	NC	NC	40	NC	NC	13	NC	NC	37
Male	NC	10	38725	NC	100	101	NC	517	497	NC	10	14	NC	40	37	NC	0	12	NC	50	37
African American	NC	NC	3594	NC	NC	96	NC	NC	476	NC	NC	22	NC	NC	46	NC	NC	11	NC	NC	21
Hispanic	--	NC	28100	--	NC	98	--	NC	482	--	NC	18	--	NC	47	--	NC	11	--	NC	24
Asian/Pacific Islander	--	--	1447	--	--	95	--	--	527	--	--	5	--	--	26	--	--	11	--	--	58
American Indian/Alaskan Native	--	--	5292	--	--	113	--	--	463	--	--	31	--	--	47	--	--	8	--	--	14
White	NC	NC	35389	NC	NC	96	NC	NC	514	NC	NC	6	NC	NC	32	NC	NC	14	NC	NC	48
Students with Disabilities	--	--	9022	--	--	105	--	--	465	--	--	31	--	--	43	--	--	8	--	--	17
Students without Disabilities	NC	12	67208	NC	109	100	NC	507	500	NC	8	12	NC	50	38	NC	0	12	NC	42	38
Limited English Proficient Students	--	--	14826	--	--	113	--	--	460	--	--	31	--	--	51	--	--	8	--	--	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	--	25037				--	--	477	--	--	21	--	--	47	--	--	11	--	--	21
Non-Economically Disadvantaged	NC	12	51193				NC	507	507	NC	8	9	NC	50	35	NC	0	13	NC	42	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	12	76202	NC	100	101	NC	501	505	NC	27	19	NC	27	24	NC	27	46	NC	18	11
All Students (Prior Year)	NC	12	72779	NC	NA	NA	NC	530	505	NC	9	21	NC	9	20	NC	36	43	NC	45	15
Female	NC	NC	37231	NC	NC	100	NC	NC	507	NC	NC	16	NC	NC	24	NC	NC	48	NC	NC	13
Male	NC	10	38718	NC	100	101	NC	504	503	NC	22	22	NC	22	24	NC	33	44	NC	22	10
African American	NC	NC	3600	NC	NC	97	NC	NC	497	NC	NC	28	NC	NC	29	NC	NC	39	NC	NC	5
Hispanic	--	NC	28090	--	NC	98	--	NC	497	--	NC	28	--	NC	30	--	NC	37	--	NC	5
Asian/Pacific Islander	--	--	1443	--	--	95	--	--	515	--	--	9	--	--	19	--	--	53	--	--	19
American Indian/Alaskan Native	--	--	5311	--	--	113	--	--	491	--	--	38	--	--	31	--	--	28	--	--	3
White	NC	NC	35371	NC	NC	96	NC	NC	512	NC	NC	10	NC	NC	20	NC	NC	54	NC	NC	16
Students with Disabilities	NC	NC	9097	NC	NC	106	NC	NC	493	NC	NC	39	NC	NC	27	NC	NC	29	NC	NC	5
Students without Disabilities	NC	11	67105	NC	100	100	NC	501	506	NC	27	18	NC	27	24	NC	27	47	NC	18	12
Limited English Proficient Students	--	--	14780	--	--	113	--	--	486	--	--	50	--	--	32	--	--	18	--	--	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	--	24961				--	--	495	--	--	32	--	--	30	--	--	34	--	--	4
Non-Economically Disadvantaged	NC	12	51241				NC	501	509	NC	27	14	NC	27	22	NC	27	51	NC	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	11	74692	NC	92	99	NC	494	502	NC	0	18	NC	50	27	NC	50	47	NC	0	8
All Students (Prior Year)	NC	11	70710	NC	NA	NA	NC	501	512	NC	18	17	NC	27	26	NC	55	42	NC	0	16
Female	NC	NC	36710	NC	NC	99	NC	NC	509	NC	NC	14	NC	NC	26	NC	NC	50	NC	NC	10
Male	NC	NC	37742	NC	NC	98	NC	NC	495	NC	NC	22	NC	NC	28	NC	NC	44	NC	NC	6
African American	NC	NC	3516	NC	NC	94	NC	NC	487	NC	NC	26	NC	NC	31	NC	NC	39	NC	NC	4
Hispanic	--	NC	27492	--	NC	96	--	NC	486	--	NC	27	--	NC	32	--	NC	38	--	NC	4
Asian/Pacific Islander	--	--	1428	--	--	94	--	--	528	--	--	8	--	--	20	--	--	54	--	--	18
American Indian/Alaskan Native	--	--	5166	--	--	110	--	--	470	--	--	39	--	--	32	--	--	27	--	--	2
White	NC	NC	34785	NC	NC	94	NC	NC	517	NC	NC	10	NC	NC	23	NC	NC	56	NC	NC	11
Students with Disabilities	NC	NC	8428	NC	NC	98	NC	NC	472	NC	NC	38	NC	NC	30	NC	NC	29	NC	NC	3
Students without Disabilities	NC	10	66264	NC	91	99	NC	494	503	NC	0	17	NC	50	27	NC	50	48	NC	0	8
Limited English Proficient Students	--	--	14363	--	--	109	--	--	459	--	--	47	--	--	34	--	--	19	--	--	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	--	24507				--	--	480	--	--	31	--	--	33	--	--	33	--	--	3
Non-Economically Disadvantaged	NC	11	50185				NC	494	511	NC	0	13	NC	50	24	NC	50	53	NC	0	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	71167	NC	NC	99	NC	NC	463	NC	NC	38	NC	NC	41	NC	NC	14	NC	NC	7
All Students (Prior Year)	NC	NC	66213	NC	NC	NA	NC	NC	459	NC	NC	39	NC	NC	40	NC	NC	14	NC	NC	7
Female	NC	NC	34825	NC	NC	99	NC	NC	462	NC	NC	38	NC	NC	42	NC	NC	14	NC	NC	6
Male	NC	NC	36047	NC	NC	99	NC	NC	464	NC	NC	38	NC	NC	39	NC	NC	15	NC	NC	8
African American	--	--	3225	--	--	95	--	--	441	--	--	57	--	--	34	--	--	6	--	--	2
Hispanic	--	--	23643	--	--	97	--	--	445	--	--	53	--	--	37	--	--	8	--	--	2
Asian/Pacific Islander	--	--	1503	--	--	100	--	--	493	--	--	18	--	--	40	--	--	23	--	--	19
American Indian/Alaskan Native	--	--	5161	--	--	103	--	--	435	--	--	63	--	--	30	--	--	5	--	--	2
White	NC	NC	35245	NC	NC	95	NC	NC	476	NC	NC	26	NC	NC	45	NC	NC	19	NC	NC	10
Students with Disabilities	--	--	8095	--	--	104	--	--	426	--	--	69	--	--	25	--	--	5	--	--	1
Students without Disabilities	NC	NC	63072	NC	NC	99	NC	NC	464	NC	NC	37	NC	NC	41	NC	NC	15	NC	NC	7
Limited English Proficient Students	--	--	10317	--	--	111	--	--	426	--	--	72	--	--	25	--	--	2	--	--	1
Migrant Students	--	--	614	--	--		--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	--	--	17057	--	--		--	--	440	--	--	58	--	--	34	--	--	6	--	--	2
Non-Economically Disadvantaged	NC	NC	54110	--	--		NC	NC	468	NC	NC	33	NC	NC	43	NC	NC	16	NC	NC	8

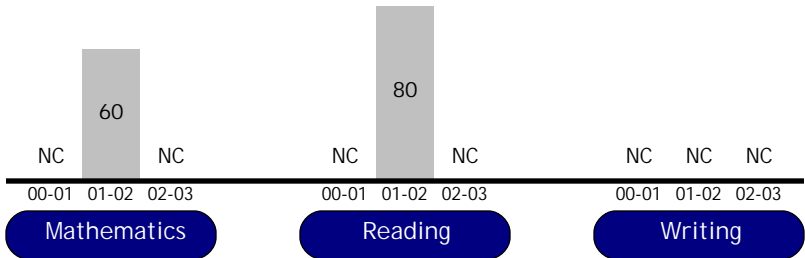
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	71100	NC	NC	99	NC	NC	502	NC	NC	25	NC	NC	21	NC	NC	40	NC	NC	15
All Students (Prior Year)	NC	NC	66144	NC	NC	NA	NC	NC	504	NC	NC	24	NC	NC	20	NC	NC	40	NC	NC	16
Female	NC	NC	34801	NC	NC	99	NC	NC	505	NC	NC	21	NC	NC	22	NC	NC	42	NC	NC	15
Male	NC	NC	36010	NC	NC	99	NC	NC	499	NC	NC	28	NC	NC	20	NC	NC	38	NC	NC	14
African American	--	--	3219	--	--	95	--	--	486	--	--	38	--	--	24	--	--	31	--	--	7
Hispanic	--	--	23630	--	--	96	--	--	485	--	--	37	--	--	25	--	--	32	--	--	6
Asian/Pacific Islander	--	--	1509	--	--	100	--	--	522	--	--	12	--	--	14	--	--	46	--	--	28
American Indian/Alaskan Native	--	--	5144	--	--	102	--	--	478	--	--	46	--	--	24	--	--	25	--	--	5
White	NC	NC	35198	NC	NC	95	NC	NC	515	NC	NC	15	NC	NC	18	NC	NC	47	NC	NC	21
Students with Disabilities	--	--	8121	--	--	105	--	--	470	--	--	55	--	--	20	--	--	21	--	--	4
Students without Disabilities	NC	NC	62979	NC	NC	99	NC	NC	503	NC	NC	23	NC	NC	21	NC	NC	41	NC	NC	15
Limited English Proficient Students	--	--	10304	--	--	110	--	--	462	--	--	63	--	--	23	--	--	13	--	--	1
Migrant Students	--	--	623	--	--		--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	--	--	17040	--	--		--	--	483	--	--	40	--	--	25	--	--	29	--	--	6
Non-Economically Disadvantaged	NC	NC	54060	--	--		NC	NC	507	NC	NC	20	NC	NC	20	NC	NC	43	NC	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	69001	NC	NC	96	NC	NC	490	NC	NC	17	NC	NC	37	NC	NC	45	NC	NC	1
All Students (Prior Year)	NC	NC	63579	NC	NC	NA	NC	NC	493	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
Female	NC	NC	34086	NC	NC	97	NC	NC	496	NC	NC	13	NC	NC	36	NC	NC	51	NC	NC	1
Male	NC	NC	34644	NC	NC	95	NC	NC	484	NC	NC	22	NC	NC	39	NC	NC	38	NC	NC	0
African American	--	--	3115	--	--	92	--	--	478	--	--	25	--	--	44	--	--	31	--	--	0
Hispanic	--	--	22656	--	--	92	--	--	476	--	--	27	--	--	43	--	--	30	--	--	0
Asian/Pacific Islander	--	--	1472	--	--	98	--	--	507	--	--	8	--	--	30	--	--	60	--	--	2
American Indian/Alaskan Native	--	--	4940	--	--	98	--	--	469	--	--	34	--	--	43	--	--	23	--	--	0
White	NC	NC	34501	NC	NC	93	NC	NC	500	NC	NC	10	NC	NC	34	NC	NC	55	NC	NC	1
Students with Disabilities	--	--	7386	--	--	95	--	--	459	--	--	46	--	--	37	--	--	17	--	--	0
Students without Disabilities	NC	NC	61615	NC	NC	97	NC	NC	491	NC	NC	16	NC	NC	37	NC	NC	45	NC	NC	1
Limited English Proficient Students	--	--	9662	--	--	104	--	--	454	--	--	51	--	--	40	--	--	9	--	--	0
Migrant Students	--	--	590	--	--		--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	--	--	16383	--	--		--	--	472	--	--	30	--	--	43	--	--	26	--	--	0
Non-Economically Disadvantaged	NC	NC	52618	--	--		NC	NC	494	NC	NC	14	NC	NC	36	NC	NC	49	NC	NC	1

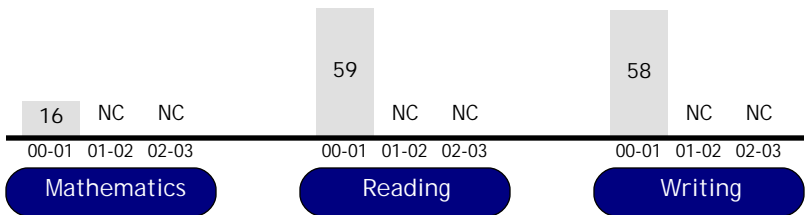
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

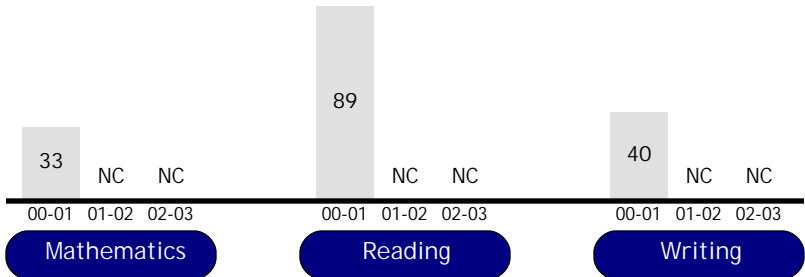
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2002-03

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	61	62	53	NC	NC	45	44	NC	NC	66	50
	Language	100	55	47	45	NC	NC	37	39	NC	NC	65	43
	Mathematics	100	64	58	56	NC	NC	52	52	NC	NC	56	57
3	Reading	NC	NC	66	50	NC	NC	58	43	NC	NC	45	47
	Language	NC	NC	73	55	NC	NC	48	50	NC	NC	39	54
	Mathematics	NC	NC	72	53	NC	NC	60	50	NC	NC	36	54
4	Reading	NC	NC	47	55	NC	NC	55	47	NC	NC	66	52
	Language	NC	NC	32	50	NC	NC	62	45	NC	NC	59	48
	Mathematics	NC	NC	45	56	NC	NC	74	52	NC	NC	70	57
5	Reading	91	68	61	51	NC	NC	68	46	NC	NC	48	50
	Language	100	46	41	46	NC	NC	42	43	NC	NC	42	46
	Mathematics	100	61	51	56	NC	NC	59	54	NC	NC	69	57
6	Reading	NC	NC	77	54	NC	NC	59	49	NC	NC	51	53
	Language	NC	NC	62	46	NC	NC	49	42	NC	NC	39	45
	Mathematics	NC	NC	74	61	NC	NC	59	58	NC	NC	58	62
7	Reading	NC	NC	59	53	NC	NC	57	48	NC	NC	66	51
	Language	NC	NC	56	55	NC	NC	59	51	NC	NC	67	54
	Mathematics	NC	NC	53	57	NC	NC	66	54	NC	NC	62	58
8	Reading	100	73	73	55	NC	NC	NC	49	NC	NC	NC	53
	Language	100	70	70	50	NC	NC	NC	46	NC	NC	NC	49
	Mathematics	100	52	52	57	NC	NC	NC	54	NC	NC	NC	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

ESC's comprehensive Student Compact of Conduct is presented yearly for discussion. We hold everyone accountable to demonstrate strong character and good decision-making skills. The staff is trained in the Emergency Response Plan for the school.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Carol Sammans	(480) 990-2475
Transportation Policy	Carol Sammans	(480) 990-2475
Community Resources	Yvonne Cheviron	(480) 990-2475
School Nutrition Programs		
Parent Organization	Matt Cheviron	(480) 990-2475
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards